

2015–2016 Holistic Rating Training Requirements



Texas Education Agency
Student Assessment Division

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Topics

- TELPAS Raters
 - Credentials
 - Responsibilities
 - New & returning rater definitions
- Holistic Rating Training
 - Overview
 - Training requirements
 - Basic training
 - Calibration



Rater Credentials

Each teacher selected to rate an ELL must

- 1) have the student in class
- 2) be knowledgeable about the student's ability to use English in instructional and informal settings
- 3) hold valid education credentials such as a teacher certificate or permit
- 4) be appropriately trained, as required by TEA
- 5) rate the student in all eligible language domains



TELPAS Rater Responsibilities

- A student's TELPAS rater is the teacher designated by the district as the official rater of the student's English language proficiency.
- The student's rater must rate the student in all domains for which the student is eligible. It is not permitted for a student to have one rater for some domains and another rater for other domains.



New and Returning Rater Definitions for K–1 and 2–12

K–1 New	K–1 Returning
Individuals who have not completed K–1 holistic rating training requirements	Individuals who completed K–1 holistic rating training requirements in a previous year
2–12 New	2–12 Returning
Individuals who have not completed 2–12 holistic rating training requirements	Individuals who completed 2–12 holistic rating training requirements in a previous year

- Districts may, at their discretion, require a returning rater to complete the online basic training course prior to online calibration.
- Returning raters that have not completed calibration activities within the last three school years are required to complete the online basic training course before calibrating.



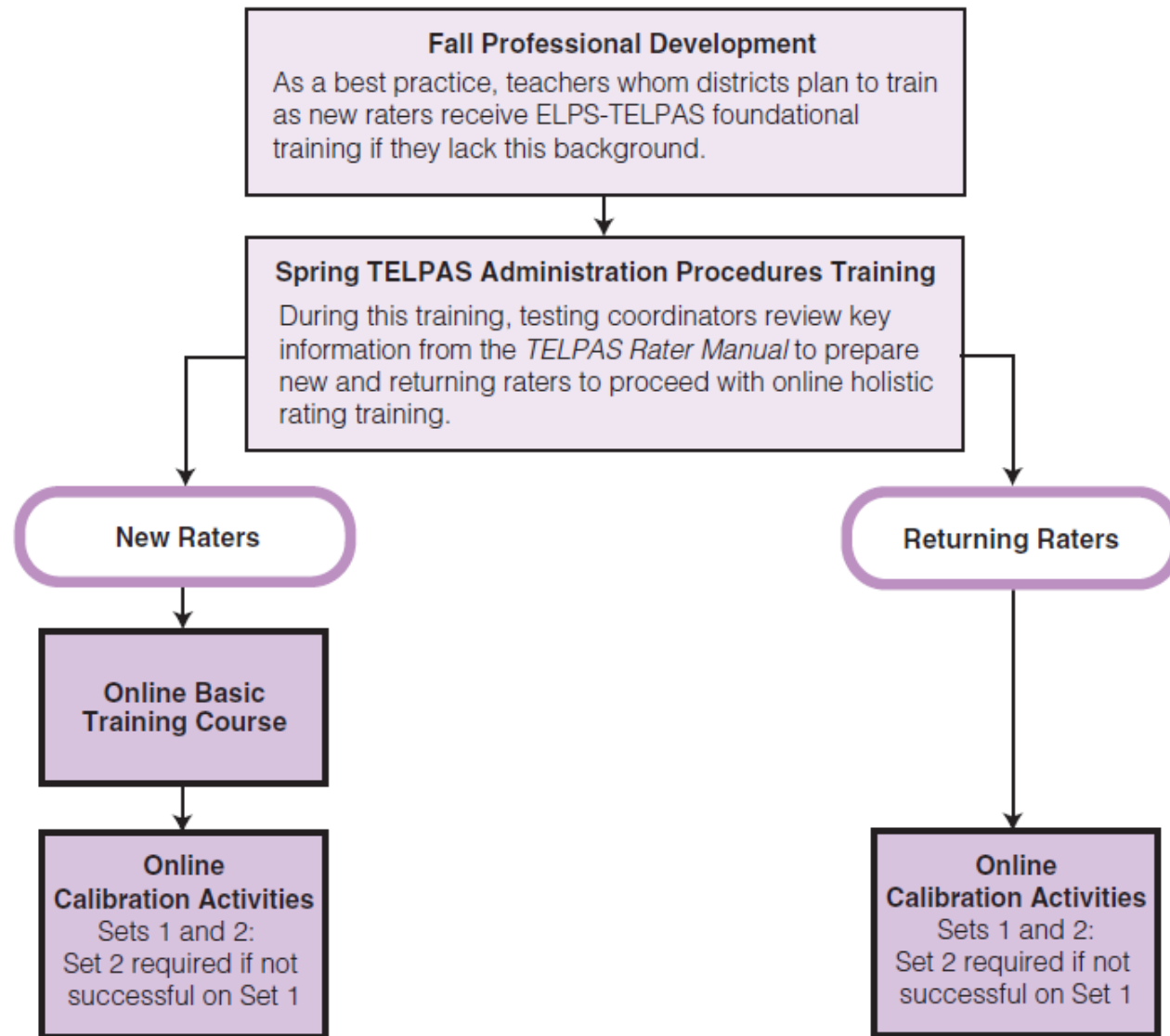
Holistic Rating Training

- It is recommended that districts and campuses determine in the fall who their TELPAS raters will be in the spring.
- A training flowchart is provided on the next slide.



Training

Grades K–12 Holistic Rating Training Flowchart



TELPAS

Administration Procedures Training

- As part of annual spring TELPAS administration procedures training, holistic rating training requirements are reviewed with raters, as well as information about how to access the online training and calibration components.
- In addition, raters receive training on assessment procedures such as how to assemble writing collections, how to record students' proficiency ratings, etc.

Two Types of Training

- **Online basic training course**

This course is for new raters and raters that have not completed calibration in the last three school years. It provides instruction on using the PLD rubrics and gives raters practice rating students in each language domain. There are separate courses for K–1 and 2–12.

- **Online calibration**

This is for all raters. Raters use the PLDs to rate students in each language domain. Raters have two opportunities to calibrate on assigned grade cluster.



Training and Calibration

Grade Clusters

- Raters must know their assigned grade cluster to select the appropriate online training.
- Raters should consult with their campus coordinator if they are unsure of their assigned cluster.

Grade Clusters

Grades K–1

Grade 2

Grades 3–5

Grades 6–8

Grades 9–12



Raters with Students in Multiple Grade Clusters within Grades 2–12

- Raters are required to train and calibrate in the cluster in which they have the most ELLs.
- As a best practice, these raters should also review online basic training course practice activities in the additional cluster(s).

Example: A grade 2–5 ESL teacher has most of her ELLs in grade 3. She must complete training course and calibration in grades 3–5. As a best practice, she should review the online practice activities for grade 2 to check her readiness to apply the rubrics appropriately.



Raters with Students in Multiple Grade Clusters that Include Grades K–1

- Because of differences in the instructional content and rating rubrics, these raters must complete training and calibration for K–1 and at least one other cluster in 2–12.
- Raters with more than one additional cluster should train in the cluster in which they have the most ELLs.
- As a best practice, these raters should also review online basic training course practice activities in the additional cluster(s).

Example: A grade 1–3 ESL teacher has most of his ELLs in grade 2. He must complete training course and calibration in grades K–1 and 2. As a best practice, he should review the online practice activities for grades 3–5 to check his readiness to apply the rubrics appropriately for his 3rd grade students.



When and where do raters take the online basic training course?

- Depending on campus arrangements, raters may either complete the online basic training course during school hours, after school, or on weekends.
- The online training system allows raters to access the training from any computer that meets the minimum system requirements.

It is a violation of state assessment procedures to record, discuss, or share answers to the rating practice and calibration activities. Prior to creating a TELPAS Online Training Center account, raters are required to read an online statement and affirm that they will complete the rating activities independently.

When and where do raters complete calibration?

- Both new and returning raters must complete calibration in a monitored session that has been established by the campus or district.
- Monitored calibration sessions may take place during the school day, after school, or as part of professional development. Most raters will need 1 to 2 hours to complete a calibration set.

It is a violation of state assessment procedures to record, discuss, or share answers to the rating practice and calibration activities. Prior to creating a TELPAS Online Training Center account, raters are required to read an online statement and affirm that they will complete the rating activities independently.



Why is calibration necessary?

- Calibration helps ensure that raters have adequate training, including ample practice and feedback, before they assess their students in the spring.
- Calibration ensures that raters clear their heads and consider only the elements of student performance included in the PLDs.
- Calibration supports assessment validity and reliability and is an important part of holistically scored assessment processes.



Preparing for Calibration Sets

- New raters (and those who have not completed calibration in the last three school years) must complete the online basic training course before attending a calibration session.
- All raters have the option to review the online basic training course, which includes practice rating activities, before attending a monitored calibration session.

Monitored Calibration Sessions

- All raters must receive administration procedures training prior to attending a calibration session and must have a signed oath on file. A roster of participants in each session will be maintained.
- Raters will be given a passcode by the session proctor in order to access calibration.
- Raters may use their TELPAS Rater Manual or a copy of the PLDs and scratch paper to make notes during calibration. All notes must be turned in to the proctor and destroyed at the end of the session.
- Raters will need to complete calibration activities individually within the monitored group session. Therefore, the use of headphones is required.

Monitored Calibration Sessions

- Raters must begin with calibration set 1. If successful, a certificate will be available in the scoring summary tab of the TELPAS Online Training Center. The certificate should be printed and turned in to the proctor.
- If raters are unsuccessful on set 1, they will be notified by testing coordinator when monitored session for set 2 will be held.
- After completing a calibration set, raters immediately see results and annotations explaining the correct ratings.
- Raters will need 1-2 hours to complete a calibration set. Raters must finish a calibration set once it is started. They will not be able to save their progress and return later to complete the set.



Will raters be able to refer to any resources during calibration activities?

Yes, raters should use their rating rubrics (PLDs) and TELPAS Rater Manual, as needed.

Any notes taken during calibration should be done on the scratch paper provided and not in the TELPAS manual. At the end of each calibration session, all notes taken by raters must be turned into the proctor and destroyed.

How many students must be rated successfully?

- For K–1, each set contains 10 students to be rated. You must rate at least 70 percent of the students correctly within a set to demonstrate sufficient calibration.
- For 2–12 grade clusters, each set contains 12 students to be rated. You must rate at least 67 percent of the students correctly within a set to demonstrate sufficient calibration.

Recap of Calibration Process

- Calibration is conducted in monitored sessions.
- A passcode is required to access calibration.
- There are 2 calibration sets.
- Raters who calibrate on set 1 are done.
- Raters who don't calibrate on set 1 must complete set 2.
- Certificates must be printed and turned in to the proctor.

What happens if a rater is unsuccessful in calibrating?

Two outcomes are possible for individuals who complete the calibration activities but are not successful:

- The district may choose not to assign the individual to be a TELPAS rater.
- If the individual is needed to serve as a rater, the district must implement rater support procedures to ensure that the rater's students are evaluated consistent with the rating rubrics.

Individuals are not authorized to serve as raters unless they complete all required training components.



Course and Calibration Certificates

- After completing all modules in the online basic training course, your district coordinator will be able to provide you with a certificate of completion.
- After you have successfully calibrated, go to the scoring summary tab of the TELPAS Online Training Center to access a certificate. Print a copy and turn it in to the session proctor.